

## Informal Reading Inventory

- Provides information on word identification and comprehension of text.
- Estimates student reading levels: independent, instructional and frustrational.
- Includes graded word lists and both narrative and expository passages designed to be read silently and orally.





## Word Lists

- Assess accuracy of word identification
- Assess speed and automaticity of word identification
- Determine a starting point for reading the initial passage
- \*Individual administration only

## Passages



- Determine a student's independent, instructional or frustration levels for word identification in context
- Determine a student's level for comprehension
- Assess narrative or expository text and text of varying familiarity
- Assess the ability to comprehend in different modes: oral and silent
- Assess the student's ability to use look-backs to locate missing or incorrect information
- Assess comprehension through retelling and questions

# Retelling

- After reading student retells the passage
- Narrative - scored by setting/background, goal, events and resolution
- Expository – scored by main idea and details



# Questions

Two types

- Explicit – literal/right there
- Implicit - inferential

Comprehension scores are derived from correct answers to questions



## Look-Backs

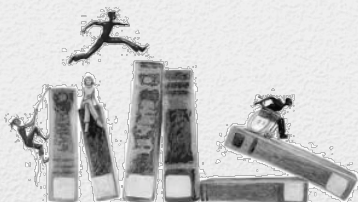


PresenterMedia

- Allow for differentiation between comprehension during reading and memory after reading.
- Particularly informative when the student has read unfamiliar or difficult text.
- After scoring questions initially, student can look- back to locate incorrect answers.

## Rationale for Group Administration

- Assesses reading in a natural context
- Estimates reading level in a silent reading format
- Parallels a lot of classroom activities involving independent work following reading





# Group Administration



## Fall and Spring



- Teacher chooses passage at grade level (begin with narrative passage)
- Hand out duplicated copies of a passage and student question/answer sheets
- Students read passage and write their answers on the question sheet
- All question sheets are collected at the same time, after every student has finished
- Students who score at a frustration level are referred to the reading specialist for further testing.



## Group Scoring

- Teacher and reading specialist collaboratively correct the the questions.
  - Do not count spelling, punctuation or penmanship
- Scoring of explicit questions pose few problems
- Scoring of implicit questions should relate to the concepts or information in the text or allow for a valid inference
- \* Individual QRI administration instructions and scoring are in guidebook. See Reading Specialist for assistance.

## Scoring for instructional level

Scoring is based on 8 comprehension questions:

Independent – 8 correct

Instructional – 6-7 correct

Frustration – 5 correct or less



## Group Administration Practice

- Each grade level will read one of the required passages and answer the questions.
- Discuss answers

